

Reception 2018-2019	Sing a Song of Sixpence	Autumn 1
Physical Development	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Usually stays dry and clean during the day.</p>	
Personal, Social and Emotional Development/S.E.A.L.	<p>They say when they do or don't need help.</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Children play co-operatively, taking turns with others.</p> <p>Aware of the boundaries set and of behavioural expectations in the setting.</p> <p>They work as part of a group or class and understand and follow the rules.</p>	
Communication and Language	<p>Maintains attention, concentrates and sits quietly during appropriate activities.</p> <p>Children follow instructions involving several ideas or actions.</p> <p>Children express themselves effectively, showing awareness of the listeners' needs.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Introduces a storyline or narrative into their play.</p>	
Literacy	<p>Hears and says initial sounds in words.</p> <p>Enjoys an increasing range of books.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	
Mathematics	<p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1-5.</p> <p>Counts up to three or four objects by saying one number for each item.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shape.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p>	

Expressive Arts and Design	Explores the different sounds of instruments. Explores what happens when they mix colours. Creates simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
Understanding of the World	Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns and change. Completes a simple program on a computer.
R.E.	<p>I am Special – To learn that we are unique children of God. To know that God is our loving Father. For the children to know their own feelings and emotions and to discuss individual talents and gifts.</p> <p>Harvest – To give thanks for food and God’s many gifts to us. To listen to the story of Creation and explore the wonders of our amazing world.</p> <p>Christian Value focus – Friendship (making new friends when starting school)</p>
Topic:	Let there be light Autumn 2
Physical Development	Experiments with different ways of moving. Jumps off an object and lands appropriately. Eats a healthy range of foodstuffs and understands need of a variety in food.
Personal, Social and Emotional Development/S.E.A.L.	Confident to speak to others about their own needs, wants, interests and opinions. They show sensitivity to others needs and feelings and form positive relationships with adults and other children. Children talk about how they and others show feelings, talk about their own and others’ behaviour and its consequences and know that some behaviour is unacceptable.

<p>Communication and Language</p>	<p>Two-channelled attention-can children listen and do for short span. Children follow instructions involving several ideas or actions. Children express themselves effectively, showing awareness of listeners' needs. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Extends vocab. Especially by grouping and naming, exploring the meaning and sounds of new words.</p>
<p>Literacy</p>	<p>Knows that information can be retrieved from books and computers. Links sounds to letters, naming and sounding the letters of the alphabet. Writes own name and other things such as labels and captions. Begins to break the flow of speech into words.</p>
<p>Mathematics</p>	<p>Counts actions or objects, which cannot be moved. Counts objects to 10 and begins to count beyond 10. Counts out up to six objects from a larger group. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models.</p>
<p>Expressive Arts and Design</p>	<p>Begins to build a repertoire of songs and dances. Experiments to create different textures. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play.</p>
<p>Understanding of the World</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. Children know about similarities and differences in relation to places, objects, materials and living things. Uses ICT hardware to interact with age appropriate computer software.</p>

R.E.	<p>Special People/Values – To study people who love us and help us and people we trust. Discuss the significant role models to the children. To explore Christian values through the actions of others.</p> <p>Christmas – To explore the theme: Births and Birthdays. To explore the Nativity Story. To explore the topic Festivals of Light and include a Non-Christian Faith.</p> <p>Christian Value focus – Service (link to topic of people who help)</p>
Topic:	<p>Walking through the Jungle Spring 1</p>
Physical Development	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>
Personal, Social and Emotional Development/S.E.A.L.	<p>Can describe self in positive terms and talk about abilities. They show sensitivity to others’ needs and feelings and for positive relationships with adults and other children. Beginning to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy.</p>
Communication and Language	<p>Two-channelled attention-can children listen and do for short span. Responds to instructions involving a two-part sequence. Uses language to imagine and recreate roles and experiences in play situations.</p>
Literacy	<p>Continues a rhyming string. Children read and understand simple sentences. Can segment the sounds in simple words and blend them together. Children use their phonic knowledge to write words in ways, which match their spoken sounds.</p>
Mathematics	<p>Selects the correct numeral to represent 1-5 then 1-10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events.</p>

Expressive Arts and Design	<p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Play cooperatively as part of a group to develop and act out a narrative.</p>
Understanding of the World	<p>They know that other children don't always enjoy the same things and are sensitive to this.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>
R.E.	<p>Stories Jesus Heard – To explore the Bible and key Old Testament stories including the stories of Daniel, Jonah, Joseph and Moses.</p> <p>Stories Jesus Told – To explore different Parables including: The Sower, The Lost Sheep, The Good Samaritan, the Great Feast, the Wise and Foolish Builders.</p> <p>Christian Value focus – Endurance (linking to topic and thinking about all the difficult journeys we may take)</p>
Topic:	<p>In the Garden Spring 2</p>
Physical Development	<p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</p>
Personal, Social and Emotional Development/S.E.A.L.	<p>They are confident to speak in a familiar group, with talk about their ideas and will choose the resources they need for their chosen activities.</p> <p>Understands that own actions affect people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>
Communication and Language	<p>Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and responds to what they hear with relevant comments, questions or action.</p> <p>Understands humour e.g. nonsense rhymes, jokes.</p> <p>Able to follow a story without pictures or props.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p>

Literacy	<p>Continues a rhyming string.</p> <p>Children read and understand simple sentences.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Children use their phonic knowledge to write words in ways, which match their spoken sounds</p>
Mathematics	<p>Selects the correct numeral to represent 1-5 then 1-10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Orders and sequences familiar events.</p>
Expressive Arts and Design	<p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Play cooperatively as part of a group to develop and act out a narrative.</p>
Understanding of the World	<p>They know that other children don't always enjoy the same things and are sensitive to this.</p> <p>Uses ICT hardware to interact with age-appropriate Computer software.</p>
R.E.	<p>Stories Jesus Told – To explore different Parables including: The Sower, The Lost Sheep, The Good Samaritan, the Great Feast, the Wise and Foolish Builders.</p> <p>Easter - Love – Palm Sunday, Good Friday, Easter Sunday. Emotions.</p> <p>Christian Value focus – Thankfulness (Being thankful for all God's creatures. Being thankful for new life)</p>
Topic:	<p>Walking with Dinosaurs Summer 1</p>
Physical Development	<p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Practises some appropriate safety measures without direct supervision.</p>

Personal, Social and Emotional Development/S.E.A.L.	<p>Children are confident to try new activities and say why they like some activities more than others.</p> <p>Tasks steps to resolve conflicts with other children e.g. finding a compromise.</p> <p>They adjust their behaviour to different situations and take changes of routine in their stride.</p>
Communication and Language	<p>Children listen attentively in range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in responses to stories or events.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>
Literacy	<p>Uses vocabulary and forms speech that are increasingly influenced by their experiences of books.</p> <p>They also read some common irregular words.</p> <p>They also write some irregular common words.</p>
Mathematics	<p>Finds one more or less from a group of up to five objects, then ten objects.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>
Expressive Arts and Design	<p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>
Understanding of the World	<p>They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>They talk about the features of their own immediate environment and how environment might vary from one another.</p>
R.E.	<p>Friendship – To explore the qualities of friendship.</p> <p>To know that Jesus is our friend and that they are friends of Jesus.</p> <p>Special Places - To explore special places.</p> <p>To study the church including a visit and to examine Christian artefacts.</p> <p>Study non-Christian faith places of worship</p> <p>Christian Value focus – Justice (linking to superhero topic</p>

Topic:	How can I help you? Summer 2
Physical Development	<p>Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
Personal, Social and Emotional Development/S.E.A.L.	<p>Children are confident to try new activities and say why they like some activities more than others.</p> <p>Explains own knowledge and understanding and asks appropriate questions of others.</p> <p>They take account of one another's ideas about how to organise.</p> <p>They adjust their behaviour to different situations and take changes of routine in their stride.</p>
Communication and Language	<p>They give their attention to what others say and respond.</p> <p>Able to follow a story without pictures or props.</p> <p>Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>
Literacy	<p>They demonstrate understanding when talking with others about what they have read.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>They write simple sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
Mathematics	<p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Children count reliably with numbers form 1-20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>They solve problems, including doubling, halving and sharing.</p>

	<p>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>
Expressive Arts and Design	<p>Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>
Understanding of the World	<p>They know about similarities and differences between themselves and others and among families, communities and traditions. They make observations of animals and plants and explain why some things occur and talk about changes. They select and use technology for particular purposes.</p>
R.E.	<p>Prayer – To explore what is prayer. How do we pray? Why do people pray? To look at prayer in other faiths.</p> <p>Special Times – To study baptism, weddings and family celebrations. Link with non-Christian faith celebrations.</p> <p>Christian Value focus – Creation (linking to under the sea and all God's creations)</p>

All Christian Values will be taught across the curriculum. In Reception class we focus on one value each half term, although we also reinforce the values that the children explore in whole school worship. Other values taught throughout the year –

Reverence
Wisdom
Humility
Trust
Peace
Forgiveness
Hope
Koinonia

